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Item 6: Faculty Training

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ACADEMIC SENATE

Adopted Minutes

April 15, 2013

Board Room 626

3:00 pm – 5:00 pm

1. Call to Order

Vice President Cittadino called the meeting to order at 3:05 pm.

2. Roll Call:

Abla Christiansen, Nick Cittadino, Kevin Brewer, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, Tracy Fields, Amy Obegi, Scott Parrish, Teri Pearson-Bloom, Melissa Reeve, Ken Williams
Connie Adams, Admin Assistant
Absent/Excused: LaNae Jaimez, Katherine Luce

3. Approval of Agenda – April 15, 2013

Motion to approve – Senator Pearson-Bloom; Seconded – Senator Reeve

Discussion: Vice President Cittadino noted that item 8.5 will be moved to the April 29 agenda.

Senator Reeve reported that her constituents requested that she address changes to the SLO reporting process.

Motion to approve as amended – Senator Williams; Seconded – Senator Pearson-Bloom; passed - unanimous

4. Approval of Minutes – March 18, 2013

Deferred

5. Comments from the Public

6. President's Report

In the absence of Acting President Jaimez, Vice President Cittadino presented her report:

Accreditation: Annette Dambrosio has been hired as the new Accreditation Coordinator; she will be working closely with the Academic Senate; it is imperative for the Senate to take an active role in Accreditation; she suggested a Senate subcommittee be set up and she will share ideas for it.

Program Review: There is a push to get SCC's new Program Review in place and well underway so that SCC is meeting the expectations of ACCJC.

Senate Representatives: Senators were asked to please make an effort to have their schools choose Senate representatives for next year. The 2013-2014 Academic Senate Roster was emailed and distributed at the meeting. As it stands: the School of CTE/Business has no reps and needs two (to be staggered); Liberal Arts needs two (to be staggered); Human Performance & Development needs one; Math/Sciences needs one; the new School of Social/Behavioral Sciences will need representative(s). However, the Senate needs to decide and vote on representative changes and additions due to the current reorganization.

President's Cabinet: S/P Laguerre is considering changing the Cabinet make-up. Acting President Jaimez requested the Senate discuss whether or not the Senate President should remain as a member.

Comments/Discussion:

Senators overall felt the Academic Senate President should not be excluded from committees that discuss academic issues but the Cabinet may overlap with the 10+1 Committee; it depends on what it entails and how much influence; the Committee should be eliminated, rather than the Senate President's membership; the Cabinet may be dealing more with administrative issues; no one knew if it is a voting position; maybe remove the President and replace with the Vice President. The Senators agreed that, before making a decision, a detailed description, flow, and membership of both the President's Cabinet and the 10+1 Committees are needed.

Distinguished Faculty Awards: Senator Williams reported that no distinguished faculty nominations have been submitted and urged everyone to remind their colleagues.

Enrollment Management Meeting Items - Senator Reeve reported on the following items:

FTE: The College won't meet the FTE benchmark for this year, even with the large spring and summer schedules; the President's Cabinet will decide whether or not to borrow from summer but the target can't be met either way; Dean Peter Cammish and Vice President Yulian Ligioso recommended not borrowing from summer and to apply it to next year; when numbers aren't met, colleges are placed on stability status which gives them the opportunity to stabilize while continuing to receive their funding for three years; applying the whole summer to next year would offer a better chance to meet the goal next then but a problem with that is that Vallejo won't meet the target this year for its own funding so that is being reviewed.

Spring 2014 Schedule: Planning for spring 2014 needs to be completed before summer to ensure a printed schedule can be provided for students.

Class Size: The class size issue is coming up everywhere, most recently at the Enrollment Management meeting; it can be an Academic Senate issue; class size has to be reevaluated at this campus as only 25% of classes have caps of 35 or higher which is the break-even point; how to do it is in question; it is also a bargaining issue; many classrooms don't fit larger classes.

Peer Review: Tom Warren, faculty member, will attend the April 29 Senate meeting to address this topic that is currently under negotiation and someone from the faculty union may be present as well.

7. Superintendent/President's Report

No report

8. Information/Discussion Items

8.1 K-12 Admissions Criteria – enrollment recommendations/declined
Senators felt that information on who is accepted or declined won't be necessary.

8.2 Fairfield Early College – Interview Committee faculty representation
VP Cittadino reported that a committee has been set up to interview high school students and they asked if the Senate wants faculty on the committee. Senator Reeve opined it seems premature because a Fairfield early college hasn't been established; Vacaville middle college will begin in the fall but there is no MOU for Vallejo or Fairfield so the faculty association has filed a cease and desist order to halt progress; the union is looking at MOUs as part of the middle college negotiations. Senators agreed to table this item until more is known.

8.3 Senate Reps – School Reorg and Bylaws Revision
Due to new schools and other changes in the latest College reorganization, changes to Senate representation will also be needed. The Senate Bylaws and the most recent reorganization chart were distributed. Proportional representation was discussed in the Senate before the last reorg that resulted in four schools that had more evenly distributed programs. The sizes of the newly organized six schools are more varied, especially Health Sciences that includes just Nursing (five full-time faculty) and EMT (one full-time faculty).

Senators' comments included: it can be difficult to find reps even from larger schools; due to creation of more subcommittees that will need members, membership on the Senate should increase, rather than decrease; the last revision of two reps per school was based on senate, rather than house (proportional) representation and it worked; have one rep from Health Sciences, allow ½ vote for that school, or combine it back with CTE/Business or HP&D since it is a smaller school; absorb Health Sciences into another school and have two reps for each of the other five schools (10 reps); library has moved to student services; Aeronautics and Fire Tech, not included in a school, are at the Vacaville Center so they could be included in Health Sciences or include reps for both centers as center faculty often feel isolated. Senators will take this item back to their constituents for further discussion.

8.4 Policy Sub-Committee Criteria

On May 4, the Senate voted to set up a Policy Sub-committee or task force to handle policy issues such as reciprocity as well as a COE Task Force. Decisions need to be made on who should be on them, if the VP or President would preside over them, and other details. Dr. Conrad pointed out that a task force has an ad hoc designation and does not have to follow the Brown Act regulations that a subcommittee has to follow. Senators agreed the Senate President should appoint members to the task forces.

8.4.1 Reciprocity Task Force

8.4.2 COE Task Force

8.5 DE Course Review Proposal – Dale Crandall-Bear

Two documents were distributed: Course Review Process for Online & Hybrid Courses Taught in Canvas LMS and Course Information. Coordinator Crandall-Bear explained that, in order to verify courses are meeting Chancellor's Office and Accreditation guidelines, the course shells will need to be reviewed. The DE Committee understands that having their class reviewed can be a sensitive item for faculty members and faculty feedback is requested. The proposal has also been presented to the faculty association (SCFA), good conversation ensued and, although most of those members are not in DE at all, they seemed to understand the significance. Chair Crandall-Bear will present both documents to Shared Governance and the deans, so that everyone will be included in the discussions. He asked Senators to take the information to their constituents. Due to received and considered feedback in the process, the checklist is in the third draft and the policy proposal is in the second draft. The goal is to vote by the end of this semester

- ✓ Only faculty would be involved in looking at courses, it is not an evaluation or review of instructors or course content, but to ensure course shell components meet Title 5 and Accreditation compliance. It does not include e-companion shells, but they could be reviewed on a volunteer basis.
- ✓ The proposal is set up as a requirement so that everyone will be following the same process or it will have no meaning.
- ✓ All courses will be reviewed when they are transferred from eCollege to Canvas or when submitted as new courses to be placed in Canvas.
- ✓ Instructors have two years to make the transition.
- ✓ Deans will not schedule Canvas classes that aren't reviewed.
- ✓ The DE committee will only coordinate the review; courses would be reviewed in their departments, in small groups, by the course instructor choosing who they want to review their course.
- ✓ The number of review faculty was left open for now to make this as easy as possible for course instructors. Collaboration is recommended but not required.
- ✓ Online course training will be required for all instructors before their current or new courses are placed in Canvas.

Coordinator Crandall-Bear reiterated that a new policy will only affect courses transitioning to Canvas, not eCollege courses. New courses going into Canvas will follow a similar process. Part of Chair Crandall-Bear's responsibility is to fast-track transitions, they are easy and can be completed in a half hour, and he will forward them immediately to deans. The transition timeline is two years, so instructors who need more time can stay in eCollege longer. For a course to be in Canvas in spring 2015 it will need to be ready by spring 2014 and reminder emails will be sent. Because the Curriculum Committee approves new courses, Dr. Conrad recommended "new course" be changed to "new course shell" in the proposal.

Senator Pearson-Bloom suggested changing adjunct office hours to "optional" because they cannot be required. Another suggestion was made to specify "at least two" faculty to review a shell. Today's feedback will be brought to the DE Committee and more can be submitted. The goal is to place the policy on the April 29 agenda as an action item or by May 6 if more discussion is needed. Coordinator Crandall-Bear noted that he wants to hear about objections. He plans to have the form available electronically in a PDF form with checkboxes. The DE Committee will ensure the list is constantly updated and immediately transmitted to deans. Faculty is needed to follow and debug this process. Online course trainings 1 and 2 are now online and 3 and 4 will be appearing soon. The four trainings will have to be completed by all online faculty for Canvas courses. Each of the four trainings only takes about an hour to complete.

8.6 Faculty Marshalls for Graduation (4)

Senator Parrish, Senator Reeve, and Dr. Conrad volunteered to join VP Cittadino and Acting President Jaimez as Faculty Marshalls at the May 23 graduation.

9. Reports

9.1 Subcommittees (3 minutes each)

9.1.1 Basic Skills – Melissa Reeve

Coordinator Reeve distributed a document to supplement her report.

1. The Basic Skills Committee has approved the following spring proposals: Library reserves for Basic Skills courses; Drop-in Lab (30% of cost); Alternate English Intake Assessment Pilot; Supplemental Tutoring for FYE Math Courses; Team to Evergreen Institute in summer 2014. The Committee is considering how to handle proposals that call for hiring/reassign time, due to the need for job descriptions; faculty association review, and a dean to oversee. In order to follow the correct process, proposals requesting position assignments may be referred to the strategic

proposal process and Basic Skills could combine some of their funding with the general fund for related Basic Skills proposals.

2. No one has applied for the Math Coordinator position that remains vacant. Interim Dean Rhodes suggested the Committee reconsider the position and possibly offer stipends for faculty to work on particular math activities.
3. Scorecard data will be one of the ways funding will be determined. Coordinator Reeve presented a sampling of regional schools to compare how the College fares on percentages for students tracked for six years. She noted the data raises as many questions as it answers. Many variables can be reviewed. Although it doesn't tell the whole story and demographics vary per school, it is worth checking out.

9.1.2 Curriculum – Joseph Conrad

After tomorrow's meeting, the Committee will have two more large agendas.

1. Chair Conrad reiterated from an earlier discussion that there was a new class size modification procedure approved in the latest version of the contract and Art will be the first modification brought to the Committee with a plan to change class size from 40 to 35. The Curriculum Committee can do whatever they want but changes will also have to be approved by a workload committee made up of administration and the faculty union.
2. A contentious issue was brought to the Committee concerning the English department's desire to increase unit values from three to four in English 001 and 002. The Committee more readily approved the increase in English 002 because the C-ID descriptor requires four units, while the descriptor allows a three or four-unit option for English 001 and that increase hasn't been approved yet. Senator Reeve pointed out the C-ID descriptor stipulates the same amount of student workload.

9.1.3 Distance Ed – Dale Crandall-Bear

No further report. (see Item 8.6)

9.1.4 Program Review – Amy Obegi

Chair Obegi reported that coordinators were invited to attend the April 8 meeting, some didn't, and more representatives are needed. Several items related to the new PR schedule were discussed, including ways to link to the Curriculum Review schedule. The timeline for the PR process in general has been hastened for now in order to be completed in time for the October 2013 Accreditation report. The cycle is linked to some planning, people were trained this spring, and CTE has to complete the review quickly.

At the 10+1 meeting, S/P Laguerre expressed concern that, if only completed by CTE, it won't show Accreditation that we're doing what we said we'd do. Chair Obegi stated she will discuss with VP Diane White how to hasten the process, potentially giving faculty Flex Cal time or a stipend to work on PR during the summer, and she will send out the results from that discussion. VP White spoke with Distance Ed and would like them to complete Program Review as well. CTE agreed to go on the fast track and it will benefit Chair Obegi, by going through this process, to train other people and have examples for faculty in other departments. There will need to be some incentive for other programs to fast track. After more discussion regarding additional department reviews, agreement was reached on what was most important to the College and Accreditation: show linking to future planning and actions; with the new rationale process now being piloted, have a couple well-done program reviews, rather than many hastily completed; take reviews already completed through the old process and link them to planning, which is the real issue for Accreditation; there is a rationale for doing DE now as it needs to be done anyway due to Chancellor's Office and Title 5 mandates. Technically CTE is to be reviewed every two years, due to Perkins funding, so a shortened version could be built onto Program Review.

9.1.4 10+1 Committee – Kevin Brewer

(Refer to 2nd paragraph in 9.1.4)

9.2 Treasurer's Report

No report

10. Action Items

10.1 DE Online Faculty Training Certification Proposal

Motion to approve – Senator Reeves; Seconded – Senator Brewer; passed – unanimous

10.2 Flex Cal Task Force

Motion to create a Flex Cal Task Force with two faculty members appointed by the Senate President and two administrators; Seconded – Senator Reeves; passed – unanimous.

Discussion comments included: if a chair is needed, the Senate President could appoint one; create a list/history of what has/hasn't been approved; design a form; have a timeline and continuity of how applied; deans on task force can provide

information; the contract states what has to be in by when; deans currently have to approve, but they would be happy to have items approved by an Academic Senate subcommittee

Passed – unanimous

11. Action Reminders

12. Announcements

Senator Obegi announced that the ECE and Human Development Departments are merging; Human Development used to be part of Home Economics which no longer exists; the new department will be called Child Development and Family Studies; if referring students to these courses, they will be listed in the fall under CDFS; a document describing the old and new classes for majors is available as well as posters. Senator Pearson-Bloom added that Speech is now listed as COMM; new links will be added but for now the old links are still in place.

Senator Williams announced that an Earth Day event will take place on Wednesday, April 17, from 11 am to 2 pm. He asked everyone to tell their constituents and students that the Horticulture Club will be sponsoring a recycled art contest.

Senator Christiansen invited faculty to the Puente event on Thursday, April 18, from 5:30 – 8:00 pm. Free dinner will be provided at this Flex event.

The ICON/Jimmy Doolittle presentation will be held on April 17 at 3:30 p.m.

13. Adjournment

Motion to adjourn – Senator Reeve; Seconded – Senator Duane; passed – unanimous

Next meeting: Monday, April 29th, 3 – 5 pm.

Distance Education Committee

Approved by the Academic Senate on April 15, 2013

**Faculty Training & Certification Process
For the Distance Education Program**

1. All Faculty planning to teach Online & Hybrid courses at Solano Community College are required to complete a Training & Certification process before being assigned an online class. (This training process is optional for faculty using an eCompanion shell with a face-to-face class.)
2. The Training/Certification process consists of a sequence of four workshops which can be completed either online or in face-to-face Flex workshops. Completion of the four workshops leads to initial certification.
3. Active Certification is maintained by completion two hours of Distance Education professional development or a related flex activity per academic year.
4. A list of Certified Online faculty will be maintained by the Distance Education Committee and transmitted to the Deans at the beginning of each scheduling cycle (3x per year).
5. Class assignments for Online & Hybrid courses may only be given to faculty who have completed the Training/Certification workshops and appear on the list of Certified faculty.
6. This Training/Certification process will be implemented in conjunction with the transition of the Distance Education Program to the Canvas LMS, beginning in Fall 2013.
7. Faculty who have previous experience teaching online courses in Canvas at another college will receive credit for Workshops #1 and Workshop #2 at the discretion of the Distance Education Coordinator.

Canvas Workshops & Training Courses

Two versions of each workshop will be offered:

1. Face-to-Face (Flex Workshops)
2. Online (in a Canvas Course Shell)

Workshop 1:

Getting Started in Online Teaching [Canvas 1]

- 1.1 What is Canvas?
- 1.2 Overview of the Canvas Workspace
 - Moving from eCollege Workspace to Canvas Workspace
- 1.3 Personalizing Canvas
- 1.4 Setting Up a Course Shell (Course Organization)
- 1.5 Creating and Organizing Content
- 1.6 Getting Help

Workshop 2:

Building an Effective Online Course [Canvas 2]

- 2.1 Using Communication Tools
- 2.2 Creating & Managing Assignments
- 2.3 The Learning Outcomes Tool
- 2.4 Working with the Gradebook / Giving Feedback / Speed Grader
- 2.5 Integrating Publisher Materials

Workshop 3:

Creating Interactive, Engaging Online Learning Environments [Canvas 3]

- 3.1. Strategies for Engaging & Retaining Students in Online Courses
- 3.2 Creating an Interactive Learning Environment
- 3.3 Groups and Collaborations
- 3.4 Mobile Apps

Workshop 4:

DE Guidelines / ADA-508 / Student Support Services

- 4.1 Overview of DE Guidelines (ACCJC & Chancellor's Office)
- 4.2 ADA Guidelines; 508 Compliance & Best Practices
- 4.3 Student Support Services for Online Education

The Training Process

